

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Narrative (mystery)</b></p> <p><b>Recount Writing</b></p> <p><i>The London Eye Mystery (CLPE)</i></p>	<p><b>Biographies and autobiographies</b></p> <p><b>Reports and Journalistic Writing</b></p> <p><b>Poetry</b></p> <p><i>The Silver Donkey (CLPE)</i></p>	<p>Argument and debate/ Persuasive Writing</p> <p>Non-chronological reports</p> <p><i>Floodland (CLPE)</i></p>	<p><b>Explanation</b></p> <p><b>Myths and Legends/ Classic Narrative</b></p> <p><b>Poetry</b></p> <p><i>One Thousand and One Arabian Nights (CLPE)</i></p>	<p><b>Instruction</b></p> <p><b>Genre fiction (historical)</b></p> <p><i>Treason (CLPE)</i></p>	<p><b>Plays and dialogue (Shakespeare)</b></p> <p><b>Poetry</b></p> <p><i>Locomotion (CLPE)</i> <i>Romeo and Juliet</i></p>
<b>Maths</b>	<p>Number and place value</p> <p>Mental multiplication and division</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Fractions, ratio and proportion</p> <p>Mental addition and subtraction</p> <p>Written addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Measurement</p> <p><b>Reasoning</b></p>	<p>Mental multiplication and division</p> <p>Written multiplication and division</p> <p>Mental addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Number and Place Value</p> <p>Fractions, ratio and proportion</p> <p>Measurement</p> <p>Geometry: properties of shapes</p> <p>Decimals, percentages and their equivalence to fractions</p> <p><b>Reasoning</b></p>	<p>Number and place value</p> <p>Addition and subtraction</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Fractions, ratio and proportion</p> <p>Multiplication and division</p> <p>Geometry: properties of shapes</p> <p>Problem solving, reasoning and algebra</p> <p><b>Reasoning</b></p>	<p>Addition and subtraction</p> <p>Problem solving, reasoning and algebra</p> <p>Statistics</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Geometry: position and direction</p> <p>Number and place value</p> <p>Geometry: properties of shapes</p> <p>Multiplication and division</p> <p>Fractions, ratio and proportion</p> <p><b>Reasoning</b></p>	<p>Number and place value</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Addition and subtraction</p> <p>Fractions, ratio and proportion</p> <p>Problem solving, reasoning and algebra</p> <p>Geometry: properties of shapes</p> <p>Multiplication and division</p> <p>Statistics</p> <p>Geometry: position and direction</p> <p><b>Reasoning</b></p>	<p>Number and place value</p> <p>Fractions, ratio and proportion</p> <p>Measurement</p> <p>Geometry: properties of shapes</p> <p>Statistics</p> <p>Problem solving, reasoning and algebra</p> <p>Geometry: position and direction</p> <p>Multiplication and division</p> <p><b>Reasoning</b></p>

<p><b>RE</b></p>	<p><b>LOVING:</b> God who never stops loving</p> <p><b>Judaism:</b> Rosh Hashanah, Yom Kippur</p> <p><b>VOCATION AND COMMITMENT:</b> The vocation of priesthood and religious life</p> <p><b>EXPECTATIONS</b> - Jesus born to show God to the world</p> <p style="text-align: center;"><b>Art Review on the Prodigal Son</b></p>		<p><b>SOURCES:</b> The Bible, the special book for the Church</p> <p><b>UNITY:</b> Eucharist enabling people to live in communion</p> <p><b>DEATH &amp; NEW LIFE:</b> Celebrating Jesus' death and resurrection</p> <p style="text-align: center;"><u>Citizenship Week</u></p> <p style="text-align: center;"><b>Citizenship outcome</b></p>		<p><b>WITNESSES:</b> The Holy Spirit enables people to become witnesses</p> <p><b>HEALING:</b> Sacrament of the Sick</p> <p><b>OTHER RELIGION:</b> Belonging &amp; Values</p> <p><b>COMMON GOOD:</b> Work of the worldwide Christian family</p> <p style="text-align: center;"><b>Recount</b></p>	
<p><b>Science</b></p>	<p style="text-align: center;"><b>Light</b></p> <p>* recognise that light appears to travel in straight lines</p> <p>* use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into our eyes.</p> <p>* use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>H - Light</p>	<p style="text-align: center;"><b>Electricity</b></p> <p>* associate the brightness of a lamp to the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>*compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>H - Further circuits</p> <p style="text-align: center;"><b>Instruction</b></p>	<p style="text-align: center;"><b>Living things and their habitats.</b></p> <p>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>* give reasons for classifying plants and animals based on specific characteristics.</p> <p>H - Chains and webs</p>	<p style="text-align: center;"><b>Evolution and inheritance.</b></p> <p>* recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>* recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>* identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p style="text-align: center;"><b>Balanced argument (Billingsgate Market)</b></p> <p style="text-align: center;"><b>Art Outcome</b></p>	<p style="text-align: center;"><b>Animals including humans.</b></p> <p>*identify and name main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>* describe the way in which nutrients and water are transported within animals, including humans.</p> <p>H - animals including humans</p> <p style="text-align: center;"><b>Explanation</b></p>	<p style="text-align: center;"><b>Science of Sport</b></p>

<p><b>Computing</b></p>	<p>Scratch Activities from MLE</p> <p>Year 6</p>	<p>Scratch Activities from MLE</p> <p>Year 6</p>	<p>NPW Scheme of Work</p> <p><a href="http://www.itass.newham.gov.uk/curriculum/sowunit.aspx?unit=52">http://www.itass.newham.gov.uk/curriculum/sowunit.aspx?unit=52</a></p> <p>Year 6 Spread Sheets</p>	<p>NPW Scheme of Work</p> <p><a href="http://www.itass.newham.gov.uk/curriculum/sowunit.aspx?unit=51">http://www.itass.newham.gov.uk/curriculum/sowunit.aspx?unit=51</a></p> <p>Year 6 Giving Instructions</p>	<p>End of Year Multi Media Project</p>
<p><b>Art/Design &amp; Technology</b></p>	<p><b>Composition - Three dimensionality</b></p> <p><b>Rembrandt, <i>The Prodigal Son</i></b></p> <p>*To be able to use tone to show the three dimensionality of objects.</p> <p>In sketchbooks, examples of different methods of shading and cross-hatchings based on an <b>analysis of Rembrandt's etchings and/or work of chosen Black History artist.</b></p>		<p><b>Composition - foreground/background</b></p> <p>*To be able to illustrate foreground and background in their drawing, drawing foreground (front objects) first.</p> <p>In sketchbooks, example sketches that illustrate understanding of how foreground/background changes the apparent shape of objects <b>possibly linked to Book Week texts.</b></p>		<p><b>Study of international artist(s)</b></p> <p>*To complete independent research using a range of resources.</p> <p>Sketches and notes of examples of selected culture's work.</p> <p><b>International art</b></p> <p>*Can select from a range of tools, develop a colour pallet and create a composition based on chosen culture.</p> <p>In sketchbooks, experimentation with mark-making, colour and composition.</p> <p>Outcome: an image showing all of the above.</p>

<p><b>History</b></p>		<p><b>Britain Since World War II</b>  <b>End of the War in Europe</b></p> <p>Exploring the D-Day Landings and the French resistance leading up to VE Day from a range of sources</p> <p>Recount: Diary Entry  Art Outcome</p>		<p><b>Mayans</b>  Blocks A,B,D,G:</p> <p>Introduction, Farming, Maths &amp; Calendar, Religion</p>	<p><b>Africa</b>  <b>Benin (West Africa)</b>  Blocks: A, B,C,D,I</p> <p>Intro. Timeline, Kingdom and End</p>	
<p><b>Geography</b></p>	<p><b>We Are Britain</b>  <b>Trade in the 21<sup>st</sup> Century</b>  <b>(Fairtrade)</b></p> <p><b>Compare</b> how the river use has changed over time and <b>research the impact</b> on trade in history.</p> <p><b>Research and discuss</b> how water affects the environment, settlement, environmental change and sustainability.</p> <p><b>Identify trade links</b> around the world /in relation to the Thames based on a few chosen items.</p> <p><b>Discuss and debate</b> fair trade.</p>		<p><b>Earth Matters</b>  Block C  <b>Mountains</b></p> <p>Non-Chronological Report</p> <p>Art Outcome</p>			<p><b>International Day</b></p> <p>Report on International country</p> <p>Art Outcome</p>

PE	Gym	Dance	Sports-hall Athletics	Games Net/wall	Striking & Fielding	Outdoor Activities
SEAL Topics	New Beginnings Mission statement				Relationships Fair Play House	Changes
PSHE Growth Mindset	Citizenship TFL Talks	Anti- bullying Anti- bullying week	Safety	Health and Drugs Animals including Humans (Science)		International Cultures International Week
MFL French	Units 10 and 12 travel to places Unit 4 and Unit 10 places Unit 5 holidays		Unit 7 times of day Unit 8 clothes and adjectives Unit 12 describing what someone is wearing		Unit 8 high numbers Unit 7 and 11 expressing and justifying opinions Unit 3 foods and prepositions Unit 12 ordering food in a café Unit 11 opinions with parce que	